

**Name** \_\_\_\_\_

**School** \_\_\_\_\_

**Town** \_\_\_\_\_

**Grade** \_\_\_\_\_

**Phone** \_\_\_\_\_

<b>LEARNING RESULTS</b>		<b>DEGREE OF MATCH</b>	0=no link 1=weak link 2=good link 3=strong link
<b>HEALTH EDUCATION:</b>			
<b>A. HEALTH CONCEPTS</b> Students will understand health promotion and disease prevention concepts. Students will be able to:			
A1. Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease.			
A2. Describe the relationship among physical, mental, emotional, and social health.			
A3. Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).			
A4. Evaluate how health is influenced by the interaction of body systems (e.g., physical fitness and the respiratory and circulatory systems).			
A5. Analyze how the environment relate to personal health.			
A6. Explain how appropriate health care can prevent premature death and disability.			
A7. Identify the characteristics and stages of human growth and development.			
A8. Demonstrate thorough understanding of key health concepts.			
<b>B. HEALTH INFORMATION, SERVICES, AND</b>			

LEARNING RESULTS			DEGREE OF MATCH	0=no link 1=weak link 2=good link 3=strong link
	<b>Students will know how to acquire valid information about health issues, services, and products. Students will be able to:</b>			
B1.	Analyze the validity of health information, products, and services and describe situations requiring their use.			
B2.	Identify resources from home, school, and community that provide valid health information and services.			
<b>C.</b>	<b>HEALTH PROMOTION AND RISK REDUCTION</b> <b>Students will understand how to reduce their health risks through the practice of healthy behaviors. Students will be able to:</b>			
C1.	Explain the importance of assuming responsibility for personal health.			
C2.	Analyze a personal health assessment to determine health strengths and risks.			
C3.	Develop strategies to improve or maintain personal and family health.			
C4.	Develop injury prevention and response strategies for personal safety, including first aid.			
C5.	Demonstrate ways to avoid or change situations that threaten personal safety.			
C6.	Distinguish between healthy and unhealthy stress management techniques.			
<b>D.</b>	<b>INFLUENCES ON HEALTH</b>			

LEARNING RESULTS			DEGREE OF MATCH	0=no link 1=weak link 2=good link 3=strong link
	<b>Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. Students will be able to:</b>			
D1.	Investigate the influence of cultural beliefs on health behaviors and the use of health services.			
D2.	Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care).			
D3.	Analyze the effect of technology on personal and family health.			
D4.	Describe how school, family, and peers influence the health of adolescents.			
E.	<b>COMMUNICATION SKILLS</b> <b>Students will understand that skillful communication can contribute to better health for themselves, their families, and the community. Students will be able to:</b>			
E1.	Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships (e.g., positive peer pressure).			
E2.	Demonstrate refusal and negotiation skills which can enhance health by enabling them to deal with negative peer pressure.			
E3.	Demonstrate conflict resolution strategies.			

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E4.	Analyze various communication methods which can be used to give information, ideas, and opinions about health issues.			
<b>F.</b>	<b>DECISION-MAKING AND GOAL SETTING</b>  <b>Students will learn how to set personal goals and make decisions that lead to better health. Students will be able to:</b>			
F1.	Demonstrate individual and collaborative decision-making processes to resolve health problems.			
F2.	Analyze how health-related decisions are influenced by individuals, families, and community values.			
F3.	Explain how decisions regarding health behaviors have consequences for them and others.			
F4.	Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.			
F5.	Develop a plan to attain personal health goals by employing personal strengths and addressing needs and health risks.			
<b>PHYSICAL EDUCATION:</b>				
<b>A.</b>	<b>PHYSICAL FITNESS</b> <b>Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis. Students will be able to:</b>			
A1.	Define the components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed) and health-related fitness and identify activities which contribute to the development of each component.			
A2.	Participate in and distinguish among a variety of health-related fitness activities.			

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A3.	Assess health-related fitness levels and develop personal fitness goals			
A4.	Establish personal physical activity goals and participate regularly in health-enhancing activities to accomplish these goals.			
A5.	Demonstrate understanding of and apply the following principles of training: specificity (use of a specific exercise to develop skill in a particular activity); progression (increasing the level of intensity); and overload (e.g., increasing the weights used in an exercise in order to build muscle more quickly, rather than increasing the speed of the exercise).			
A6.	Assess physiological indicators of exercise during and after physical activity (e.g., pulse rate, sweating).			
A7.	Demonstrate appropriate stretching and warm up exercises that enhance the learning and performance of activities.			
A8.	Identify and apply rules and procedures designed for safe participation.			
<b>B.</b>	<b>MOTOR SKILLS</b> <b>Students will develop motor skills and apply these to enhance their movement and physical performance. Students will be able to:</b>			
B1.	Demonstrate the correct use of skills in simplified versions of a variety of physical activities (e.g., a 3-on-3 basketball game, a simple folk or square dance).			
B2.	Identify the critical elements of more advanced movement skills (e.g., describe elements of a sprinter's stance in track).			
B3.	Describe and apply principles of practice and conditioning that enhance performance (e.g., warm-up before and cool-down after an activity).			

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B4.	Recognize general characteristics of movement that can be applied to specific settings (e.g., the "ready" position is similar for volleyball and softball or baseball).			
B5.	Use offensive and defensive strategies in simple games and in non-complex settings (e.g., strategies for a singles or doubles tennis match).			
B6.	Differentiate among the characteristics of highly skilled performances in different movement forms (e.g., explain the difference between a long distance run and a sprint).			
B7.	Explain and apply more advanced knowledge of sport/activities (e.g., positional play in a game of basketball).			
B8.	Use feedback from other(s) to improve a skill by focusing on critical elements of the skills.			
B9.	Creates a safe environment for skill practice.			
C.	<b>PERSONAL &amp; SOCIAL INTERACTIONS</b> <b>The student will demonstrate responsible personal and social behaviors in physical activity settings. Students will be able to:</b>			
C1.	Describe ways in which respect for individual similarities and differences among people is demonstrated in physical activity settings.			
C2.	Participate safely and cooperatively with others to achieve group goals in competitive and cooperative physical activities.			
C3.	Recognize the influence of peer pressure on individuals during physical activities.			
C4.	Solve problems which occur in physical activities by analyzing causes and potential solutions.			
C5.	Identify behaviors that are supportive and inclusive in physical activity.			

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C6.	Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity.			
C7.	Apply a decision-making process to the safety of themselves and others in activity settings.			